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ABSTRACT

A study examined the vocational guidance needs of schoolchildren in the ninth year of technical secondary education and schoolchildren completing extended primary education in the Grand Duchy of Luxembourg. The study focused on the following: the transition phases in Luxembourg's system of education; Luxembourg's existing guidance services; and the characteristics and needs of various target groups of vocational guidance. The guidance needs of the two study populations were analyzed within the context of pupils' demands for training, recent school reforms, and the current labor market. The following were among the key study findings and recommendations: improvement of the quality of educational and occupational guidance requires detailed analysis of pupils' needs; educational and occupational guidance is a continuous process that must include a European dimension; cooperation between the various actors involved in the guidance process and the social partners is a prerequisite for success; educational and occupational guidance programs must provide students with neutral information on the employment patterns and prospects for specific sectors; and parents should be closely associated with guidance measures. (MN)

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ED 396 067

# Determining the need for vocational counselling among different target groups of young people under 28 years of age in the European Community

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## The guidance needs of school children in the 9th year of technical secondary education and school children completing extended primary education in the Grand Duchy of Luxembourg

CE 070 115

National report 2

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# Determining the need for vocational counselling among different target groups of young people under 28 years of age in the European Community

## The guidance needs of school children in the 9th year of technical secondary education and school children completing extended primary education in the Grand Duchy of Luxembourg

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## Preface by CEDEFOP

In developing the careers of young people and integrating them into working life, career guidance is becoming increasingly important. Persistent, structurally-caused unemployment, higher qualification requirements, complex training paths with eased transition between initial and continuing training, the increasing deregulation of the labour market and the emergence of new values and life styles among young people present career guidance services, as the instrument for regulating supply and demand on training, education and labour markets, with fundamental and complex tasks. At the same time, European integration poses new challenges to the career guidance services in the Member States. The PETRA 3 programme has taken an initial step in this direction through setting up European-oriented national resource centres, through organizing transitional continuing training courses for occupational guidance counsellors and publishing the "European Manual for Occupational Guidance Counsellors".

The comparative studies[1] carried out by CEDEFOP and Task Force: Human Resources, Education, Training and Youth to support and monitor work in this field have increased transparency in national occupational guidance systems and qualification structures.

The activities and research work carried out aimed primarily to make proposals or provide support for improving occupational guidance activities, to focus such work in a European context on the basis of existing national structures. Counselling requirements were deduced from existing or forecasted demand (enquiries at guidance services) or from general data derived from labour market and occupational research.

To date the needs of various target groups of young people based on their economic and social and cultural situation, their values, their career plans, their conception of the efficiency of occupational guidance offers etc. have not been taken into account.

This issue was examined in the project "Determination of (occupational) guidance needs for various groups of young people under 28 years of age in the European Union", carried out between March 1993 and May 1994, the results of which are now available (12 national reports, in the original language and English, partly in French, the synthesis report in English, French, German, Italian and Spanish).

A total of 21 target groups were examined; nine of the reports examined two of the groups and three reports examined one target group. Particular attention was devoted to young people at a particular disadvantage who had no or inadequate access to occupational guidance services. The target groups selected are listed in the appendices of the 12 national reports and the synthesis report as the aims and findings of the project - as stressed in the synthesis report - can only be viewed in the context of the interrelationships between the various elements. The national reports have been published in separate editions as certain readers are interested

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[1] Occupational profiles and training in occupational guidance counselling, CEDEFOP, 1992, 12 national studies and synthesis report.
Educational and vocational guidance services for youth and young adults in the EC, European Commission, 1993, 12 national reports and synthesis report. As a supplement:
EUROCOUNSEL, Counselling and long-term unemployment, European Foundation for the Improvement of Living and Working Conditions, Dublin, 1992-1993, 6 national studies and synthesis report.

in specific target groups whose problems in finding training and work have supra-national features which are characteristic of other target groups which we selected.

This project was commissioned by Task Force: Human Resources, Education, Training and Youth as part of the PETRA 3 programme aiming to produce indicators for differentiated and demand-oriented occupational guidance practices and to create more offensive planning strategies to reach as far as possible those target groups which were excluded from guidance counselling for the reasons contained in the reports. New proposals are being formulated at present to prepare the gradual transition to the "LEONARDO DA VINCI Programme".

Enrique Retuerto de la Torre
Deputy Director

Gesa Chomé
Project Coordinator

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# Introduction

The establishment of the Single Market and the progressive disappearance of internal European frontiers have led to a greater exchange of human resources. Vocational guidance is an important component which will enable each individual to make full use of these new opportunities.

For many years numerous European programmes have given national practitioners the possibility of preparing the introduction of the single market. Above all, the PETRA network enabled the creation of several partnerships and exchanges in the field of vocational guidance.

At the present moment, CEDEFOP has taken the initiative of promoting the development of vocational guidance at European level through national studies which have the common objective of identifying and enumerating the guidance needs of young persons (below 28). The project coordinators in CEDEFOP proposed that the Member States analyse the needs of young persons from the angle of mobility with due consideration of the socio-economic and cultural aspects which influence this mobility.

For the purpose of this study we will undertake a detailed analysis of the two following target groups:

1. Young persons who move from the lower cycle of secondary technical education to the intermediate cycle of this education.

2. Young persons who move from extended primary education to working life or to the intermediate cycle of secondary technical education.

The reasons for the choice of these groups are governed by the following arguments:

1. It would be interesting to compare a target group which is disadvantaged and threatened with unemployment with a target group of young persons with good prospects of socio-occupational integration, and to highlight the interfaces between the two groups.

2. A dense network of guidance and care has bee established for young persons who are disadvantaged and threatened with unemployment. An analysis of the results of the measures taken for a small group can help to identify promising models which can then be transferred with success to a larger target group.

3. The first analysis leads us to the thesis that the two target groups selected for the study show little mobility and are not in the habit of making much use of the employment and training opportunities offered by the European Area. In view of the fact that these two selected target groups make up the majority of youth in Luxembourg moving from

general education to technical and vocational training, it seems to be important to analyse the factors underlying this lack of mobility.

The study has the aim of defining the guidance needs of these two target groups by applying the following procedure:

1. A definition of the transition phases of the Luxembourg education system and a quantitative and qualitative analysis of the options selected by Luxembourg youth in these transition phases.

2. A description of the guidance provision for these target groups.

3. An analysis of these target groups taking into account their socio-economic and school environment.

4. A definition of the objectives and needs of these target groups with due consideration of psycho-pedagogical and social parameters.

5. An analysis of the two surveys on the requirements of 9th year students in secondary technical education and an evaluation of the interviews with the staff of the guidance services on the demands of their clients.

6. A summary of the findings of the analysis and recommendations for the responsible officers of the guidance services.

# The transition phases in the Luxembourg system of education

The purpose of the study is to analyse the guidance needs of a target group undergoing school education.

The first question is:
At which point in time or in which stage of his school education does a young person need guidance?

In the educational path of each child and each young person there are key moments in time where the child has to take decisions which will have a more or less far-reaching effect on his future. These key moments may be defined as the transition phases in an educational system.

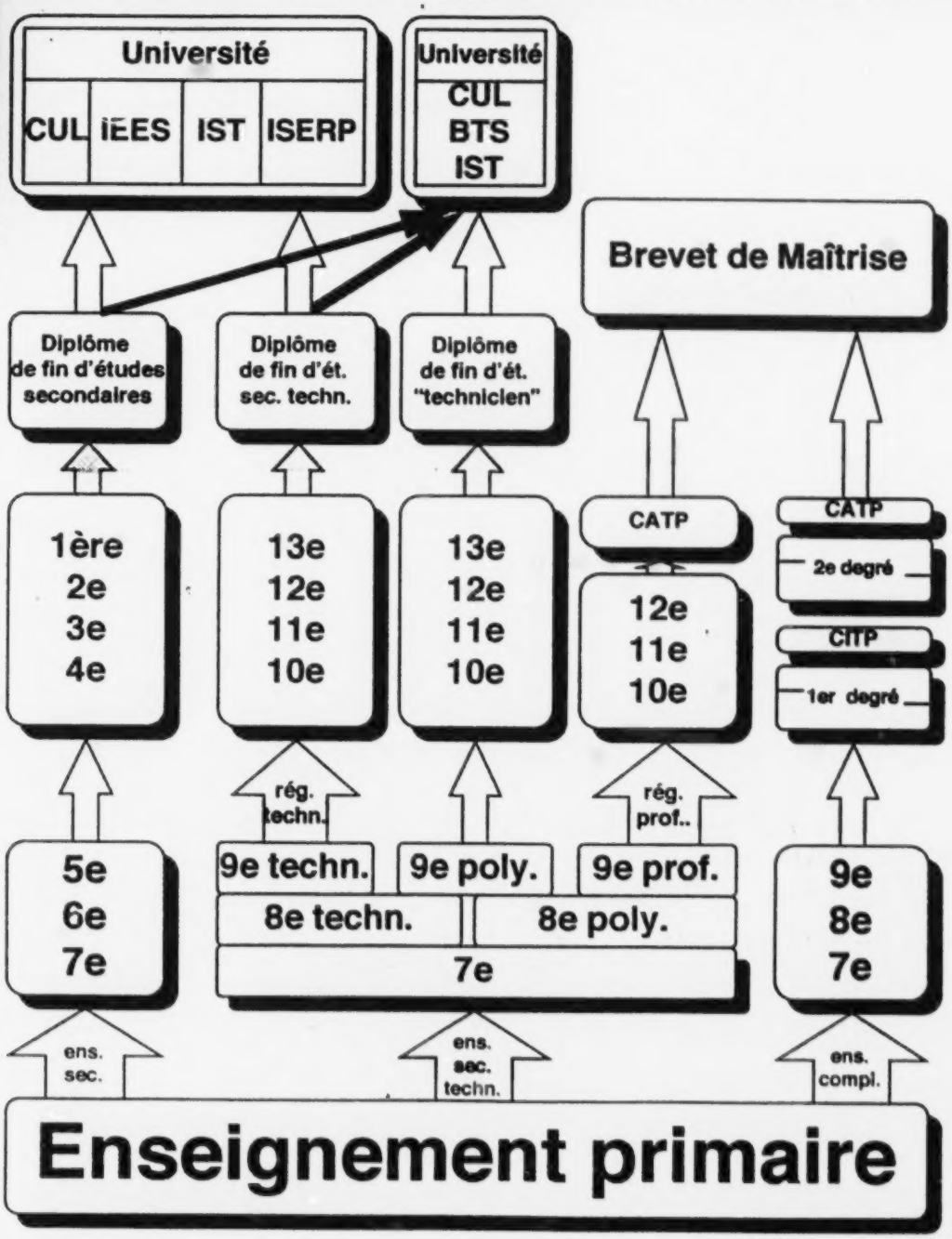
The two target groups selected for this study represent school children in a transition phase (moving towards the intermediate cycle of technical secondary education or towards working life).

We believe that guidance needs are more important and more urgent during these periods of transition. The school child, and the other parties involved (teachers, parents) have to take decisions. And decisions require information and guidance.

We intend to make an in-depth analysis of the guidance needs of school children during a well-defined transition phase. As the decisions to be taken at a specific point of the educational path depend on earlier decisions and prior educational achievements, it is necessary to give a brief presentation of all transition phases in the Luxembourg system of education.

The following diagramme shows the structure of post-primary education in Luxembourg and the transition phases.

# Structure de l'enseignement postprimaire




phases de transition

## Translation of terms in the diagramme

Structure de l'enseignement postprimaire - Structure of post-primary education

CUL - Centre universitaire de Luxembourg - University Centre of Luxembourg

IEES - Institut d'Etudes Educatives et Sociales
Institute for Educational and Social Studies

IST - Institut Supérieur de Technologie - College of Technology

ISERP - Institut Supérieur d'Etudes et de Recherches Pédagogiques
Institute for Educational Studies and Research

BTS - Brevet de technicien supérieur - Advanced Technician's Certificate

Brevet de Maitrise - Advanced Crafts Diploma

Diplôme de fin d'études secondaires - Secondary School Leaving Certificate

Diplôme de fin d'ét. sec. techn. - Technical Secondary School Leaving Certificate

Diplôme de fin d'ét. "technicien" - Technician's Certificate

CATP - Certificat d'aptitude technique et professionnelle
Certificate of technical and vocational proficiency

2nd degré - 2nd phase

CITP - Certificat d'initiation technique et professionnelle
Preliminary Technical and Vocational Certificate

1er degré - 1st phase

rég. techn. - technical branch

rég. prof. - vocational branch

9e techn. - 9th year technical

9e poly. - 9th year general

9e prof. - 9th year vocational

ens. sec. - secondary education

ens. sec. techn. - technical secondary education

ens. compl. - extended primary education

Enseignement primaire - Primary education

phases de transition - transition phases



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The first phase of transition for youth in Luxembourg occurs when pupils move from primary to secondary education.

A child has to attend school up to the age of 15 when compulsory schooling comes to an end. For the three years which follow the 6th year of schooling up to the end of compulsory education, three options are open to young people:

1. Secondary education (SE) which mainly prepares the pupils for higher studies.

2. Technical secondary education (TSE) which prepares the pupils for working life but also gives them the possibility of accessing higher learning and university studies.

3. Extended primary education which is intended for pupils who do not succeed in passing the admission examinations for SE or TSE and which has the aim of completing the elementary knowledge of the children concerned so that they can enter technical secondary education or working life.

In order to get admission to secondary education or technical secondary education, the pupil has to pass an entrance examination in the following subjects:

German language (dictation and text analysis)
French language (dictation and text analysis)
Mathematics

Very often, the two following factors determine the choice made by the pupil after completing the 6th class.

1. The school results which determine the chance of passing the entrance examination and the chances of success or failure in post-primary education.

2. The ambitions of the pupil in relation to his or her future educational and professional path where the following question arises: does he or she wish to continue with higher learning and university studies or does he or she intend to enter the world of work after completing general, technical or vocational secondary education?

## The organization and promotion criteria of the admission examinations

In Luxembourg the assessment of educational achievements is based on 60 points, a rating of > or = 30 points is considered to be satisfactory.

Admission examination for general secondary education:
- direct admission: satisfactory marks in 3 subjects and a total of more than 110 points.

- offsetting of unsatisfactory marks or an adjournment is possible under certain conditions.

In the case of the pupils who have been adjourned or not admitted to general secondary education, the marks are taken into account for the 7th year of technical secondary education. For this, the marks are multiplied by a coefficient of 1.2 and the criteria for admission to technical secondary education are applied.

Admission examination for technical secondary education:
- direct admission: satisfactory marks in 3 subjects and a total of 90 points or more.
- offsetting of unsatisfactory marks or an adjournment is possible under certain conditions.

An analysis of the results of the entrance examinations to general and technical secondary education and the sub-division of pupils in the categories of post-primary education, shows the following trends:
(See J. Levy 1992)

| | |
|---|---|
| Number of pupils in the sixth year of school: | 3573 |
| Candidates for the SE examination:<br>Candidates for the TSE examination: | 2465<br>1300 |
| Public SE, admitted:<br>Public SE, rejected: | 1515<br>705 |
| Private SE, admitted:<br>Private SE, rejected: | 141<br>104 |
| Public TSE, admitted:<br>Public TSE, rejected: | 1043<br>375 |
| Private TSE, admitted:<br>Private TSE, rejected: | 336<br>84 |
| Public extended primary education: | 438 |
| Private extended primary education: | 95 |

84% of the pupils presented themselves for at least one entrance examination.
72% succeeded in getting access to post-primary education.
18% did not present themselves for any examination.

In 1991 and 1992 over 60% of the pupils in the 6th year of school registered for the general secondary education examination (+/- 45% between 1980 and 1984).
The pass rate for the examination also rose but not as much as the registration rate for the examination.

Of the pupils who appear for the entrance examination for general secondary education, one may distinguish three groups of pupils depending on the motivation to appear for this examination:

1. Pupils who wish to continue with general secondary education.

2. Pupils who have not yet taken a final decision on the education they wish to pursue and who await the results of the entrance examination before opting finally for SE or TSE.

3. Pupils who wish to continue with technical secondary education but who do the SE entrance examination so that they have two chances of passing the admission test.

If the relationship between the results of the entrance examination and success in SE is analysed, it is seen that in the case of the pupils who get less than 145 points from the total in the examination (48 on an average), the rate of success in the first three years lies below 50%.

In SE a steady decline in the number of pupils from the 7th to the final class has been registered (1500 to 800).

In TSE the rise in the number of children from the 7th to the final classes is not linear.

The number of pupils increases from the 7th to the 10th class.
This is due to the fact that:
- the children who have failed to get admission to general secondary education, turn towards technical secondary education,
- the children who attended extended primary school get sufficiently good results to be admitted to TSE.

The apparent drop after the 12th class is due to the fact that technical and vocational apprenticeship leading to a CATP (Certificat d'Aptitude Technique et Professionel - Certificate of Technical and Vocational Proficiency) ends after this class.

An analysis of a sample of 7475 pupils admitted to general secondary education whose progress was monitored from 1978 to 1984, showed that 38% of the children who started secondary education completed their education there with success. Mathematics and French, followed by German and English, are the subjects with the largest number of failures.

The two target groups covered by this study are not homogenous groups as far as their previous school career is concerned. The following educational paths may be identified for the first target group (pupils in the 9th year of technical secondary education):
1. 7th-9th class of technical secondary education
2. secondary education then re-orientation towards technical secondary education
3. extended primary education then re-orientation towards technical secondary education.

The following educational paths may be identified for the second target group (pupils in the final year of extended primary education):

1. 7th-9th classes of extended primary education
2. technical secondary education then re-orientation towards extended primary education
3. immigrants who come to Luxembourg after the age of 12 and the majority of whom are put into extended primary education (reception classes).

Assessments show that classical secondary education is very selective in Luxembourg.This type of education is restricted to pupils who have good school results and wish to pursue university studies.

The technical school has a much broader range and enables the pupils to choose an education which is adapted to their aptitudes and their aspirations.

The orientation of the pupils in the 6th class is greatly influenced by the teachers of the respective classes and by the pupils' parents.

Despite an increase in the staff of the technical schools and the introduction of the possibility of acquiring the technical secondary school-leaving certificate or the technician certificate with access to higher studies, the classical school is still considered by the teachers, their pupils and the parents to be the most prestigious type of school.

The success of a 6th year primary school teacher is often measured by the number of pupils who manage to gain admission to general secondary education.

For many parents and children, technical secondary education is a second choice after failure to get admission to general secondary education.

**For the children who have chosen general secondary education, the second phase of transition starts after the end of the final class where the pupil has to chose between transition to working life and higher studies.**

**For the children in technical secondary education, the second transition phase occurs when they have to move from the lower cycle to the intermediate cycle of technical secondary education.**

Three training routes are offered:

1. The technical branch which ends with the acquisition of the technical secondary education diploma and which provides the opportunity of going on to higher or university studies.

2. The technician training branch which ends with the acquisition of a technician's diploma and provides the opportunity of embarking on higher or university studies in the field of education.

3. The vocational branch which ends with the acquisition of the CATP (Certificat d'Aptitude Technique et Professionel - Certificate of

Technical and Vocational Proficiency) and then gives access to working life.

**For the pupils of the TSE there is a third transition phase at the end of their school education. For those who pursued the technical branch or technician training branch, the options are work or higher education.**

Vocational training has three forms of organization:

- the "alternating" stream (three years in a firm and in school)
- the "mixed" stream (1 or 2 years in school and 1 or 2 years in the school and the firm)
- the "full-time" stream (3 years in school).

**For the pupils who undergo vocational training the transition occurs at the moment where the pupil has to look for an apprenticeship in a firm and at the moment where the young person finishes his apprenticeship in the firm and in some cases has to find a new employer in order to work as a skilled worker.**

**For the pupils in extended primary education, there is a second phase of transition when the period of compulsory schooling expires.**

The following options are available:

- Transition in technical secondary education mostly oriented to a vocational apprenticeship in the "alternating" stream.
- Transition to apprenticeship in the CCM or CITP stream.
- Transition to working life, i.e. a job as an unskilled worker.
- Participation in an introduction-to-work scheme or vocational training scheme in a Centre for Continuing Vocational Training.

The majority of the pupils in extended primary education who have completed their compulsory schooling continue their training or take up an apprenticeship (CATP; CITP; CCM). This decision is influenced by the following factors:

- At the age of 15 the children hesitate to leave the sheltered surroundings of the school,
- job prospects are not very attractive,
- the number of jobs offered to these young persons decrease,
- continuation in school provides the opportunity of moving on to secondary technical education which offers a larger choice of vocational training courses,
- the teaching staff and the persons responsible for educational and career guidance motivate the young persons to take up vocational training.

# THE GUIDANCE SERVICES

The guidance services have a key role to play in a developed society.

1. They give individuals the support and the information they need to cope with a broad range of educational and vocational choices.

2. They give the persons responsible for education and training the analyses they need to improve the efficiency of training provision.

3. Through the advice and guidance they provide for job-seekers they help employers to find the most suitable persons for the vacant jobs.

4. Through their counselling, information and analysis they help governments in their endeavour to make optimal use of the human resources of society in line with specific social and political objectives.

In the last few years there has been a considerable increase of training provision. For the young persons covered by this study it is often difficult to find their way through the mass of information provided.

**The structures of educational and vocational guidance in Luxembourg**

| | Ministry in charge | Target group | Qualification of the staff | Location |
|---|---|---|---|---|
| SPOS - Service de psychologie et d'orientation scolaire (Educational Psychology and Guidance Service) | Ministry of Education | Pupils in the 6th year of primary education.<br>Pupils in classical and technical secondary schools.<br>Students. | Psychologists.<br>Teachers.<br>Social workers. | In all classical and technical schools |
| CPOS - Centre de psychologie et d'orientation scolaire (Centre for Educational Psychology and Guidance) | Ditto | Ditto | Psychologists.<br>Administrative staff.<br>Public officials. | City of Luxembourg |
| OP - Vocational Guidance Service | Ministry of Labour | Mainly young persons wishing to take up an apprenticeship.<br>All persons wishing to get vocational guidance. | Psychologists.<br>Administrative staff.<br>Public officials. | Luxembourg (Centre)<br>Diekirch (North)<br>Esch-Alzette (South) |
| ALJ - Action Locale pour Jeunes (Local Action for Youth) | Ministry of Education | Young persons in transition from school life to working life.<br>Young persons undergoing training in the Centres for Continuing Vocational Training.<br>Young job-seekers. | Graduated educators - counsellors.<br>Educationalists.<br>School teachers - counsellors. | One coordination office in Luxembourg-Centre.<br>8 regional offices and 11 local branches |

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## The activities of the guidance services

| Activity | Organizer | Definition of target group |
|---|---|---|
| Individual consultation | ALJ<br>OP<br>SPOS/CPOS | Youth in the age-group 14-25.<br>Youth and adults.<br>Pupils of all public post-primary establishments. |
| Information session in class | ALJ<br>OP<br>SPOS/CPOS | 7th-9th year of extended primary education and 9th year vocational.<br>"<br>9th year of TSE |
| Subject: "Introduction to working life" | ALJ | 8th-9th extended primary and 9th vocational |
| Practical training periods in a firm | ALJ<br>OP<br>SPOS/CPOS | 9th extended primary and 9th vocational<br>"<br>9th general and vocational |
| Seminars preparing pupils for job-seeking | ALJ<br>OP | 9th extended primary and 9th vocational<br>" |
| Information and guidance weeks in the schools | ALJ | 9th extended primary and final classes. |
| Exhibition on occupations "work-life" | MEN in collaboration with CPOS, ALJ and OP and firms | 9th extended primary<br>9th year TSE<br>All pupils in the region |
| Other exhibitions<br>Students fair | SPOS/CPOS | SE and TSE school-leavers |
| Visits to firms | ALJ<br>SPOS | Pupils in extended primary education<br>9th TSE |
| Visit to the Centre for Information on Trades "BIZ" | OP | Mainly classes in TSE and extended primary education |
| Registration for apprenticeship | OP | All pupils who start an apprenticeship |
| Placement of youth in firms<br>Placement of youth in school education<br>Placement of youth in CFPCs | Adem<br>SPOS<br>ALJ/Adem | Young job-seekers<br>Pupils<br>Young job-seekers |
| Assistance in getting an apprenticeship place | ALJ<br>OP<br>SPOS | Pupils and job-seekers<br>"<br>Pupils |
| Assistance in looking for a job | ALJ<br>OP | Young job-seekers<br>" |
| Participation in national and regional events:..... | ALJ<br>OP<br>SPOS | Young persons |
| Preparation of didactic material | ALJ<br>OP<br>SPOS | Pupils in extended primary education<br>Clients of the OP and pupils<br>TSE pupils |
| Preparation of information material | ALJ<br>OP<br>SPOS | > the respective clients |
| Information meetings for parents | ALJ<br>OP<br>SPOS | pupils in extended primary education<br>at the request of schools<br>for SE, TSE and primary pupils |
| Individual consultation for parents | ALJ<br>OP<br>SPOS | on request |

| | | |
|---|---|---|
| **Continuing training of staff** | **ALJ<br>OP<br>SPOS** | |
| **Participation in quarterly conferences in educational establishments** | **SPOS** | **All classes** |
| **Drawing up an assessment report** | **SPOS** | **Pupils in the 9th classes of TSE** |

Each service offers individual consultations. Many measures are introduced to reach the young people and to enable them to make use of the individual consultations.

For each service information sessions in class are one way of contacting their target group or letting them get to know of this service.

The subject "Introduction to working life" is taught by ALJ collaborators as members of the teaching staff in the extended primary schools.

The ALJ prepares the teaching material which can be used for these courses.

- different modules for the fields of occupational choice, knowledge of the world of work and entry into working life,
- the brochure "School, Work, Leisure",
- dossiers for training in "How to look for a job",
- a dossier for the information and guidance weeks on "I discover the world of work".

The need to look after young disadvantaged persons in transition from school to working life is a strong motivation for ALJ collaborators to engage in educational activities preparing the children for this transition.

Let us stress once again that these three services have set up a working group to coordinate their activities in the educational establishments and to design a common tool for 9th year pupils.

The SPOS have created the first module of this common tool on the subject of knowledge of oneself and assessment of abilities and professional aspirations. The vocational guidance service will be responsible for updating the information on the occupations and the ALJ will provide the modules which prepare the young person for entry into the labour market and access to continuing training.

The periods of in-company training enable 9th year pupils to get the first contact with the working world and to back up their occupational choice through the experience gained in the enterprise.

The educational establishments and ADEM are responsible for the organization of the periods of practical training. The SPOS and ALJ participate optionally in the organization and evaluation of the practical training periods.

The "Training for Job-seeking" is addressed to pupils who leave school after the 9th year or take up an apprenticeship. The training courses organized by ALJ and the Vocational Guidance Service of ADEM have the aim of giving these young persons the skills, the information and the techniques they need for this phase of their lives.

"Information and awareness weeks" are organized in the extended primary education establishments by the ALJ for 8th year pupils so that they can get a first contact with the subject of occupations and the world of work. The teaching approach in these weeks is based on group work, role-playing, physical expression and exploration.

The exhibition on occupations "WORK LIFE" is an event sponsored and organized jointly by the Ministry of Education, the educational establishments in the region, the chambers and professional associations and the enterprises in the region. This exhibition presents different occupations in order to inform youth about the world of work and to help the school to find an opening to the industrial and commercial world. All three services participate in this exhibition.

Visits to companies are organized by the educational establishments with the optional participation of the ALJ or the SPOS.

The "Information centre on trades - BIZ" is a self-information centre and enables all interested persons to get information on the world of work and employment through different media. The target groups are young persons who have to chose their professional path, their parents, the teachers and all persons who wish to get vocational guidance or pursue continuing training.

Registration of apprenticeship and the placement of job-seekers is the task of the Labour Administration. Employers are requested to inform Adem of their vacancies.
The SPOS and ALJ in particular give practical assistance to youth in search of an apprenticeship place or a job. Another task undertaken by the ALJ is an exploration of the regional labour market in order to see whether young persons with a low level of qualification can be placed.

The participation of the services in regional or national events depends on the events and the opportunities of each service.

Work with the parents of the young persons is difficult for the three services. Their information meetings are poorly frequented. Individual consultations therefore seem to be easier and more promising.

The SPOS participate in quarterly conferences in the educational establishments, and in the preparation of an assessment report for each pupil in the 9th year.

# The target groups covered by the study

1st group: children in the 9th years of TSE

2nd group: children undergoing extended primary education in the last year of their compulsory schooling

| 1st group | 2nd group |
|---|---|
| 9th year technical | Final classes |
| 9th year general | 9th extended primary |
| 9th year vocational | Reception classes |

Before the guidance needs can be analysed it is important to identify the educational and socio-economic environment of the target group.

For this target group it would be particularly interesting to analyse:

1. The development and the structures of TSE and extended primary education.
2. The situation of migrant children as compared to that of Luxembourg children.
3. The social status of the young persons and their families.
4. The distribution of young persons by gender in the different types and categories of education.
5. The situation on the labour market.

**Technical secondary education and vocational training**
**First target group**

The institutionalization of vocational training in Luxembourg was influenced by the following developments: (see L. Kaiser 19..)

The beginning of the 20th century was characterized by:

- the mechanization of agricultural production,
- the development of the coal and steel industry,
- the growing complexity of administrative structures.

These changes created a demand for skilled labour.

Primary education could not meet this demand for skilled labour. General secondary education whose predominant aim was to prepare pupils for university studies, could not satisfy the growing diversification and specialization in the demand for skilled labour.

Vocational training which went through the following stages of development was the response to the demands arising from economic development:

1929: Law on the organization of vocational apprenticeship.

1953: Law on the establishment of Vocational Education Centres.

1953: The growing technical bias in occupations led the Government to set up the Institute of Technical Education.

1969: The growing importance of the tertiary sector of Luxembourg's economy was the reason for the creation of a new type of vocational training: the colleges for intermediate vocational education.

The law of 21 May 1979 provided technical secondary education with the homogeneity which it had lacked up to then. Vocational education, intermediate education and technical education were integrated in one coordinated and well-defined system.
The law of 1979 strengthened collaboration between the world of education and the world of industry and it "de-professionalized" the first three years (lower cycle) of technical secondary education.

The law of 1990 introduced some profound changes in each one of the three levels (lower cycle, intermediate cycle and advanced cycle) of TSE.

The four main principles of the reform were:

1. Help more young people to get a certified vocational qualification.
2. Guarantee better guidance:
3. Upgrade vocational training.
4. Prepare the single market.

Lower cycle

The lower cycle remained "de-professionalized" but its function of providing educational preparation for technical and vocational studies was reinforced through an initial introduction to several occupational fields from the 8th class onwards.
The establishment of "assessment reports" helped to make transition from the lower cycle to the intermediate cycle more flexible.

Intermediate cycle

Luxembourg is going through a shortage of qualified Luxembourg manpower in all sectors of the economy. Even if the rate of unemployment is lower than that of other Community countries, the percentage of youth leaving school without a vocational qualification is quite high.
In order to enable the largest possible number of young persons to leave the educational system with a vocational qualification, the plan is to create additional training channels for young persons who do not fulfil the conditions for access to vocational apprenticeship.
This is done through adaptation classes where the young persons get an additional year of upgrading training so that they can reach the level required for vocational training and the CITP which is an apprenticeship training in two phases and gives young persons the opportunity of advancing step by step by acquiring credits for the different training modules until they get the CATP.

The reorganization of technician training is also a part of the efforts taken in the enterprises to acquire qualified manpower.
The new technician is a sort of "elite craftsman" who can cope with the practical and the conceptual aspects of work at the same time.

Advanced cycle

Between 1984 and 1987 the failure rate of the pupils in the advanced cycle (administrative and technical section) ranged from 42 to 55%.
The 1990 reform had the aim of lowering this failure rate by introducing better guidance for the pupils during the transition from the intermediate cycle to the advanced cycle.

The reform of the technical secondary education structures in 1990 was accompanied by a reform of contents and methods and the pedagogical training and refresher training of the teachers.

By introducing the assessment report and reforming the criteria for advancement the responsible persons in the Ministry of Education tried to reduce the failure rate in the lower TSE cycle and to facilitate transition from the lower cycle to the intermediate cycle through better guidance of the pupils.

Advancement decisions are based on the end-of-year assessment which takes the following into account:

- marks in the relevant subjects,
- the sum of the coefficients of any fail marks, and
- the weighted annual average.

The new system encourages the pupil to fill the gaps in his knowledge rather than abandon the line of study he has chosen. The assessment report is essentially based on the marks obtained and, if necessary, indicates any additional tuition required to enable the pupil to continue in the chosen stream. The reform of the advancement criteria resulted in a slight reduction of the failure rate but the guidance of pupils towards the different channels of training has not yet reached the envisaged level of efficiency (see J. Levy, 1992).

The number of CATPs (Technical and Vocational Proficiency Certificate) awarded in the occupations within the jurisdiction of the Chamber of Commerce increased in the course of the 1980s. This was mainly due to a considerable rise in the number of CATPs issued for "clerks in the banking sector". In contrast, the number of CATPs and CCMs (Manual Proficiency Certificate) awarded for the occupations within the jurisdiction of the Chamber of Trades has decreased. This decline was essentially due to the decrease of occupations in the construction industry (see J. Kintzele, 1992).

**Extended primary education**
**Second target group**

Created in 1963, extended primary education had the aim of broadening primary education, of introducing pupils to practical training and giving them guidance in their vocational choices. After the creation of the technical schools in 1979 the goal of extended primary education underwent a significant change. Before this reform a large number of pupils in extended primary education started vocational training at CATP level. After the reform, pupils in extended primary education who did not succeed in moving on to technical secondary education found themselves on the labour market without a vocational qualification at the end of their compulsory schooling.
Extended primary education has become a level of education without a future characterized by:
- the absence of any hope of acquiring a vocational qualification,
- an alarming reduction in the number of pupils,
- a concentration of pupils with a very low educational level.

This situation motivated the authorities to undertake a reform of extended primary education. The main features of this reform are:

- the integration of extended primary education in technical secondary education through the creation of a preparatory course for technical secondary education.

- The aim of enabling the maximum number of pupils to enter a stream of education which will take them to the CATP by:

  - preparing pupils for transition to the lower cycle of TSE,
  - preparing pupils for transition to the vocational branch of TSE,
  - preparing pupils for apprenticeship training in two phases (CITP, the first step towards CATP),
  - preparing pupils for entry into working life by developing measures to complete their education either through adult education or continuing vocational training.

- A re-definition of training contents and a re-adaptation of teaching methods.

- A re-organization of support measures for young persons, i.e.
  - psycho-social care of pupils,
  - drawing up of an educational and guidance profile for each pupil,
  - individual monitoring of each pupil in the course of his education and during the transition from school to working life.

The reform of extended primary education and the organization of apprenticeship training in two phases (first the CITP and then the CATP) were prepared in the course of the 92/93 and 93/94 school years and will be put into effect in the 94/95 school year.

## Education and migration

The Ministry of Education does not have recent and representative statistical data on the breakdown of school children by nationality.
A study carried out in 1987/88 by J. Levy analysed the situation of immigrant children in the Luxembourg system of education.

Before presenting some of the key findings of this study, it is necessary to give some information on the language situation in Luxembourg:

- The spoken language is Letzeburgesch.
- The language used in administration is French.
- The language used most in the press (daily and weekly newspapers) is German.
- In pre-school education Letzeburgesch is of great importance because it enables the children to acquire a common means of communication and prepares them for literacy.
- As there are certain similarities between Letzeburgesch and German, literacy instruction and training in mathematics is undertaken in German in the first year of primary education.
- In the second year of schooling instruction in French starts.
- In the second year of post-primary education (with the exception of the preparatory courses and the vocational classes in TSE) instruction in a third language starts. This is English or Latin.

### Education and migration in Luxembourg

- Because of the multi-language and multi-cultural situation in Luxembourg, problems arise in the adaptation and integration of foreign children in the Luxembourg system of education.
- An analysis of the figures shows that the number of foreign children in extended primary education and primary education is higher than the average. This high incidence of foreign children in these two categories of education which are primarily intended for children with a low level of education, shows that foreign pupils are disadvantaged.
- The adaptation problems of foreign pupils due to the language situation become even more evident if the number of children who repeat a class of primary school is analysed. Before the 4th year of school it is mostly the foreign children who repeat the class whereas after the 4th year the number of Luxembourg pupils repeating the class is much higher.

- The disadvantaged status of foreign pupils found in primary education continues into post-primary education. The study on education and migration produced the following results:

- 20% of the Luxembourg pupils and 10.77% of the foreign pupils reach the final class of secondary education.

- 39% of the Luxembourg pupils dropped out of school, for the foreign pupils this figure rose to 54.5%.

- After 7 years, 18% of the foreign pupils and 31.7% of the Luxembourg pupils attend the final year of general secondary education.

- 20 to 22% of the Luxembourg pupils from the working class reach the final year of secondary education without repeating a class; for foreign pupils from the working class this rate is 8.33%.

- The percentage of foreign pupils who, after the 6th year of schooling, attend the technical school or extended primary school is much higher than the figure for the Luxembourg pupils (school year 82/83).

| | 7th extended | 7th SE | 7th TSE |
|---|---|---|---|
| Foreigners | 38.6% | 27.7% | 38.72% |
| Luxembourgers | 19.23% | 44.56% | 36.20% |

A survey of the attitudes to occupations in industry and crafts of 9th year TSE pupils and 5th year SE pupils in two educational establishments also included the nationality of the pupils. This survey, whose results will be presented later, showed that there were significant differences between Luxembourg pupils and foreign pupils in the following fields:

- For foreign pupils the impact of working clothes on the occupational choice of the pupil is greater than in the case of Luxembourg pupils (foreigners: 53%, Luxembourgers: 39%).

- For foreign pupils the possibility of working for fixed hours is more important than for the Luxembourg pupils (87% as against 68%).

- The wish to improve their material situation and the desire for social advancement is greater in the foreign pupils than in the Luxembourg pupils:
  wish to improve material situation: Luxembourgers 32% foreigners 60%
  importance of social advancement: Luxembourgers 65% foreigners 86%

- In case of failure or if the school results do not permit the pupil to pursue the envisaged training path, the attitudes of the foreign pupils differ to those of the Luxembourg pupils.

| | Choice of another training | Repetition of the class | Change of educational branch |
|---|---|---|---|
| Luxembourgers | 32% | 84% | 17% |
| Foreigners | 48% | 60% | 44% |

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The study conducted by Mr. Levy and the survey undertaken in 1992 lead us to draw the following conclusions:

- It is necessary to qualify the thesis of equal opportunities and an equal start, if it is considered that the failure-in-school rate is much higher for the foreign pupils, and that the number of foreign pupils who get access to post-secondary studies is much lower than that of the Luxembourg pupils.

- The problems of immigrant children stem from two sources:
  - Language problems, especially the learning of German,
  - The fact that many of the young migrants come from a disadvantaged group.

- The social situation of the young migrants leads to a very pronounced attitude vis-à-vis social advancement and a strong motivation to improve their standard of living by acquiring an education higher than that of their parents.

- The disadvantaged situation of their parents, their low level of education, and the higher rate of employment among foreign women than Luxembourg women, prevent the parents from being able to counsel, assist and support their children in school education.

- The fact that in the case of failure at school, young foreigners prefer to change the class or the type of education rather than repeat the school year, may be induced by a lack of support and encouragement on the part of the parents.

## The social status of the children and their families and the breakdown of pupils by gender in the different sectors of education

There are no representative surveys on the subject of social status and the breakdown by gender. The qualitative evaluation of the work done by the ALJ and the Vocational Guidance Service for children in extended primary education and the labour market statistics show that:

1 The number of children coming from a disadvantaged environment is higher in extended primary education than in the other sectors of education.

2 The occupational choice of these pupils is strongly influenced by their gender, i.e. the young girls almost exclusively choose the traditionally female occupations (office and administrative jobs, hygiene, health and social sectors).

3 Young girls are highly under-represented in technical occupations in industry and crafts. The wish to overcome existing barriers is more highly developed in young girls with a higher level of education and practically non-existent in young girls in extended primary education.

## Situation on the labour market

In August 1993 the situation on the Luxembourg labour market was as follows: (Employment statistics from the Labour Administration)

| | August 93 | % | August 92 | % | Increase |
|---|---|---|---|---|---|
| Employment offers | | | | | |
| New offers received | 1562 | | 1552 | | |
| Placements | 1568 | | 1583 | | |
| Offers not filled by the end of the month | 120 | | 139 | | |
| Employment demands | | | | | |
| Demands not fulfilled by the end of the month | 3364 | | 2519 | | |
| New demands received | 1689 | | 1704 | | |
| Placements | 1568 | | 1538 | | |
| Cancellation of demands | 120 | | 40 | | |
| Demands not fulfilled by the end of the month | 3399 | | 2600 | | 799=31% |
| School leavers | 307 | 9 | 221 | 8.5 | 86=39% |
| Youth below 25 years of age | 882 | 26 | 586 | 22.5 | 296=50% |
| Unskilled workers | 1324 | 39 | 1158 | 44.5 | 166=14% |
| Skilled specialized workers | 733 | 21.5 | 425 | 16 | 308=72% |
| Assimilated employees and workers | 1324 | 39 | 1017 | 39 | 307=30% |
| Registered for less than a month | 546 | 16 | 479 | 18 | 67=14% |
| Registered for more than three months | 2202 | 65 | 1684 | 65 | 518=31% |
| Men | 1949 | 57 | 1481 | 57 | 468=32% |
| Women | 1450 | 43 | 1119 | 43 | 331=30% |
| Centre | 1487 | 44 | 1100 | 42 | 387=35% |
| South | 1203 | 35 | 1014 | 39 | 189=19% |
| North | 709 | 21 | 486 | 19 | 223=46% |

Unemployment increased in the course of 1993.

The groups most affected by this increase were:
- young persons below the age of 25,
- skilled and specialized workers, and
- persons living in the north of the country.

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The groups with a more or less stable risk of unemployment are:
- unskilled workers, and
- persons living in the south of the country.

Because of the changes in the labour market, the situation of the target group of this study at the time of transition from school to working life is as follows:

There is a growing risk of not finding a job.

Apprenticeship places for occupations in industry and crafts are remaining vacant.

In the administrative and banking sector a rather large number of young persons do not find apprenticeship places for their practical training in the 12th year. This is mostly due to the fact that, in the present situation, the banks tend to accept few apprentices and prefer to recruit highly qualified and specialized staff.

Young persons who leave extended primary education at the end of their compulsory schooling is over and who do not take up an apprenticeship, have great difficulties in finding a job. The number of young persons from this group who are enrolling in the anti-unemployment measures initiated by the Vocational Training Centres has been rising steadily since the beginning of 1993.

# The target groups and vocational guidance

The actors involved in the guidance process are:

- The pupil
- The parents
- The peer group
- The educational establishments
- The employers
- The guidance services

## ■ The pupil

The possible choices are enumerated in the chapter on the transition phases; let us repeat that the 1st target group has the following options:

1. training in the technical branch,
2. training in the technician training branch,
3. training in the vocational training branch, or
4. transition to working life after completion of compulsory schooling.

The 2nd target group has the following options:

1. integration in the lower cycle of TSE, (normally the 9th year of vocational training),
2. training in the vocational branch of TSE,
3. apprenticeship training in the CITP stream or the CCM stream,
4. transition to working life after completion of compulsory schooling.

The transition from the 9th class to the intermediate cycle of TSE, to an apprenticeship or to working life is a decisive moment for the pupils in the two target groups. Even if the decision taken at the end of this class can, in theory, be altered in the course of further schooling, it should be kept in mind that in most cases a change to another sector of education or even a change within the same sector requires repetition of a class. Some transfers are no longer possible within the initial training system, and the young person has to attend educational courses for adults. In view of the tremendous importance of this transition phase, many of the measures undertaken by the guidance services concentrate on this group.

### ■ The parents

In Luxembourg the parents play a predominant role in educational and occupational choices. The attitudes of parents to the educational and vocational guidance of their children are greatly varied. One may mention two extreme attitudes:

- The parents who follow the school career of their child, who inform themselves about the advancement criteria and the opportunities for training and employment, and who support their child in the process of educational and vocational choices.

- The parents who do not follow the educational progress of their child, who are not informed about the school system and the opportunities offered, and who intervene only when their child is facing a situation of failure at school or when their ambitions or the ambitions of their child are no longer attainable.

Given the fact that the number of young persons coming from an disadvantaged environment is much higher in extended primary education, it may be concluded that the children in this group receive little support from their parents in their educational and vocational choices.

### ■ The peer group

The peer group does not play an active role in the guidance process, but the fact should not be overlooked that classmates and friends can strengthen the attitudes, aspirations and ideas of a young person in connection with his/her educational and vocational choice.

### ■ The educational establishments

The school system offers young persons the general, technical and vocational education needed to exercise different occupations. In the last few years it has been seen that the educational establishments are intensifying their efforts to provide educational and vocational guidance. This has been motivated by the realization that the choices open to the pupils are not very diversified and often do not respond to the demands of the industrial world.

In technical secondary education (1st target group) the educational establishments are responsible for the organization of technological education for the lower cycle classes. These optional courses give the pupils an introduction to the new technologies, an overview of the different categories of occupations and their first contact with tools, machines and practical work in the workshop. Other guidance initiatives taken by the schools are:

The PETRA project "Technik fir Meedecher" in the technical school for arts and crafts. This project has the aim of making young girls more aware of technical trades. The activities undertaken by the project leaders are:

- courses of introduction to new technologies which the girls may attend during their leisure hours;
- awareness campaigns;
- the establishment of a pilot class where the pupils are offered additional courses which will help them to make a diversified choice (seminars, periods of practical training in companies, exchanges with other countries, etc.);
- efforts to interest parents through introductory courses on new technologies for the mothers of pupils, and
- the creation of an encouragement prize awarded by the Ministry of Labour for the enterprise which does most for the promotion of female labour.

This Petra project was also at the origin of the ORIKA project ("Orientatioun fir Kanner") whose aim is to inform the pupils in the 6th year of primary education, their parents and teachers about the training courses in technical secondary education; this is done by means of initiation courses which are held in different technical schools.

The technical school of the Centre is responsible for a school project dedicated to the upgrading of occupations in crafts and industry. Surveys, exhibitions and awareness campaigns are carried out to give the children more information on these occupations.

The Nic Biewer technical school of Dudelange has taken the initiative of motivating its students to explore the labour market of the region.

In extended primary education (2nd target group) much importance is attached to educational and vocational guidance activities and to the psycho-pedagogical support of the children. Because a young person leaving school without a vocational training runs a higher risk of unemployment, several guidance and training measures have for years been an integral part of the curricula in this branch of education. These are:

- the subject "introduction to working life",
- periods of orientation in an enterprise,
- courses preparing the person for job-seeking,
- information weeks and information and awareness meetings.

These initiatives which have been launched by teachers and other responsible persons in the establishment who are concerned about the socio-professional future of their pupils, have created a dense collaboration network with all the bodies involved in the process of transition from school to working life.

- labour administration,
- regional employers,
- chambers and training counsellors,
- Action Locale pour Jeunes (Local Action for Youth), and
- the Centres for continuing vocational training.

In order to make the transition to working life easier for young persons who do not want to or are not able to pursue vocational training, the persons responsible for extended primary education have, in collaboration with industry and the Labour Administration, created a 10th year transition class. This project, which is part of the PETRA network, has the aim of offering young persons an introduction to working life through alternance training. The experience gained in the implementation of this project has helped to define the content and the methods of the new two-phase apprenticeship training (CITP).

## ■ The enterprises

Through new initiatives the schools have intensified their collaboration with the world of industry and commerce. This cooperation takes place in the context of vocational guidance, but also in the adaptation of training programmes to the requirements of the labour market. These are:

- The "PROF project" which plans a reform of training contents and methods in close collaboration with teachers and companies.
- The participation of companies, the professional chambers and associations in the "Work-life project", information weeks in industry and crafts.
- An awareness campaign conducted by the Chamber of Trades on occupations in the crafts sector addressed to pupils in primary education, extended primary education, and the lower cycle of secondary education and technical secondary education ("De Jewi an d'Handwierk").
- Information meetings held by apprenticeship counsellors in the educational establishments, and the participation of these counsellors in the organization of practical training in a company for 9th year pupils.

## ■ The guidance services

The activities of the guidance services have been presented in this study; the objectives and the intervention methods will be described in the course of this chapter.

The objectives of the actors in the guidance process

Different general objectives in the guidance process may be defined for the actors involved in the process of providing guidance to these two target groups. One important criterion to be kept in mind when defining the general objectives is the possibility for the actors to verify whether or not and to what extent they have achieved their objectives.

| Actors | Objectives | Verification | Comments |
|---|---|---|---|
| Pupils | Obtain the necessary information and support which will enable them to make a choice of training or employment which will bring about a stable and satisfying socio-economic integration. | The degree of satisfaction and the success of the pupil in his educational path and in his place of work. | While success in training or at the place of work can be measured, the degree of satisfaction is a criterion which can only be judged by the individual himself. |
| Parents or responsible persons | Support the young person in his educational and vocational choice in order to enable him to attain autonomy in his socio-professional life. | The quantity and quality of the information received to support the young person in his educational and vocational choice. | |
| Peer group | | The influence of the peer group is too diversified to formulate any verifiable objectives. | |
| School | Guide the young person towards a training which responds to his needs and his aptitudes. | The rate of success of the young persons in the different training paths. | |
| Employers | Attempt to get qualified and motivated manpower to fill vacant posts. | Vacant posts not occupied because of the lack of persons having the required qualification, and fluctuation of staff. | |
| Guidance services | Give young persons the necessary information and support which will enable them to make an independent and realistic educational and vocational choice. | The number of young persons who make use of the measures offered by the services. | The guidance services have few means of verifying the quality of their interventions because, in most cases, they do not have the possibility of a long- term follow-up of the young person. |

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Guidance methods

The guidance methods and the division of tasks between the different parties (guidance services, teachers, social partners, ...) are defined by the legislator. In order to collect and complete the data, especially on the guidance of the target group of this study, questionnaires were filled and discussed with the staff of the guidance services.
The questionnaires were used to analyse:

1. methods to get into contact with the young persons,
2. the reasons why young persons approached the services,
3. the specific approaches of the three services, and
4. the problems encountered in daily work.

| | SPOS * | OP ** | ALJ *** |
|---|---|---|---|
| Methods for getting into contact with the young persons | - Information visits to the 9th class of TSE,<br>- organization of practical training in firms,<br>- pupils in difficulties pointed out by the teachers. | - Visits to the schools (TSE and extended primary),<br>- training courses on job-seeking (extended primary and 9th),<br>- visits of classes to the Centre for Information on Trades,<br>- enrollment of pupils in apprenticeship. | - Interventions of ALJ teachers in extended primary education,<br>- training courses on job-seeking,<br>- follow-up of extended primary school-leavers,<br>- follow-up of participants in occupational integration schemes,<br>- systematic detection of unemployed youth at regional level,<br>- collaboration with the social services at regional level. |
| The motives of the young persons | - Information in a situation of school failure,<br>- information on advancement criteria,<br>- social problems,<br>- personal problems. | - Search for an apprenticeship post,<br>- information on occupations. | - Search for a job or an apprenticeship post,<br>- personal problems and social problems,<br>- participation in an anti-unemployment scheme,<br>- information on continuing training. |
| Specific approach of the service | Help the young person to assess his abilities and educational and vocational interests through collective action and individual consultations so that he can make an independent choice. | Collective and individual information and vocational guidance through meetings, multi-media events and tests. | - Contact the groups under risk of unemployment before they leave the school system in order to prepare them for working life.<br>- Help the young person to draw up an occupational integration project and give practical assistance for the implementation of this project. |

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| | | | |
|---|---|---|---|
| Problems encountered | The large number of pupils needing support and care in an educational establishment and the numerous tasks of SPOS staff prevent them from concentrating permanently on the guidance process. The lack of maturity of the young persons in transition situations and an inadequate preparation for choice are the problems encountered among youth. | Shortage of staff prevents an increase of information activities in schools and the production and updating of information material on the occupations. As far as the pupils are concerned, the OP st[illegible]find there is a great lack of information on training courses and occupations. This lack of information prevents an independent choice and shifts the responsibility for the choice to the guidance staff. | Despite the intensive support given to youth at risk, the degree of information of the young persons, and above all their parents, remains unsatisfactory. The reforms of the educational system aggravate the situation. |

* SPOS interventions concentrate on the 1st target group.
** The interventions of the Vocational Guidance Services cover both target groups.
*** ALJ interventions concentrate on the 2nd target group.

The aim of the guidance services is to offer youth in both target groups the necessary information and support for a realist and independent choice. The guidance methods must meet the following criteria:

- Make all 9th year students in TSE and in the final classes of extended primary education aware of the importance of their future training and the choice of an occupation.
- Offer basic information on training paths and occupations to each pupil.
- Be available to complete this basic information through additional information and individual guidance of the pupil.
- Play the role of expert and multiplier vis-à-vis the other actors in the guidance process (teachers, pupils' parents, social partners).
- Provide training and added support to young persons who run the risk of becoming unemployed after the completion of compulsory schooling (2nd target group).
- Guarantee permanent cooperation and concertation of the activities of the guidance services in order to prevent the wastage of resources and to bring about the maximum transparency for the young persons and the other actors.

Guidance means and media

The means and the media common to the three guidance services are:

- information material (folders, posters, publications),
- teaching material used by the guidance services for their interventions in class or put at the disposal of the teachers,
- audiovisual material (films, videos, audio cassettes,...),
- computerized material,
- activities to obtain contacts with the working world (training periods in firms, exploration of the regional labour market, visits to firms, visits to exhibitions on the world of work,...),
- evaluation tools (tests, educational assessment, vocational assessment, evaluation of training periods in firms, etc.),
- the assessment reports.

For the choice of appropriate means and media, the following criteria should be kept in mind:

- The choice of a multi-media approach which takes account of the aptitudes and the needs of the different target groups.
- The importance of putting the means and the media in a pedagogical context, e.g. guaranteeing the preparation and evaluation of in-company training periods in class.
- Availability of self-information facilities (e.g. in the Centre for Information on Trades) in order to encourage the independence of the young persons in the guidance process.
- The total quality of the media used in terms of:

  content,

  presentation,

  current relevance,

  choice of languages,

  language and understanding.

# Analysis of the needs of the target groups

In Luxembourg there are no studies on the guidance needs of youth.
The present analysis of the needs of youth is based on two studies dealing with pupils in the 9th class of technical secondary education (1st target group), on the evaluation of interviews with the staff responsible for the guidance of youth (2nd target group) and on an interview with a teacher in a Centre for extended primary education (2nd target group).

The two studies mentioned above analyse the criteria which influence the occupational choice and the attitudes of the pupils to occupations in crafts and industry.

The interviews were conducted in order to

- precisely define and verify the objectives and the methods of the guidance process formulated in the preceding chapter on the basis of the description of the two target groups of this study,
- to compare the results of the surveys on young people with the experiences of the guidance counsellors, and
- to give a precise definition of the guidance needs of the 2nd target group (pupils in extended primary education) as there are no previous studies on these persons.

First study:

## Pupils in the 9th year of technical secondary education faced with an occupational choice, an empirical study

Author: Ters Bodé, Counsellor of the Management of CPOS

Date: May 1987 - June 1987

Aim of the study:
Analysis of the criteria which influence the educational and occupational choice of pupils

- Do the pupils in the 9th year already have concrete ideas about their vocational future?

- What are the criteria to make a choice between full-time in-school training and in-company training?

- Do working conditions and salary influence occupational choice?

- Does the risk of unemployment influence occupational choice?

The aspects of the guidance process examined in the study
The study covers the point in time when the pupil has to give a concrete shape to his occupational wishes in order to decide which class he will attend after the 9th.

The variables analysed

- the school variables
  - opinion of the school system
  - advancement criteria which influence occupational choice
  - influence of a change of educational establishment on the occupational choice

- the psycho-social variables
  - personal motivation
  - evaluation of individual aptitudes and interests
  - the desire for independence and satisfaction
  - the quality of training

- the socio-economic variables
  - consideration of supply and demand on the labour market
  - risk of unemployment

- the variables related to the immediate effects of educational and vocational choice
  - working conditions
  - remuneration
  - duration of training

- the socio-cultural variables
  - prestige of the occupations
  - hierarchical structure in the world of work
  - recognition of training courses and diplomas

The population covered by the study (1978 young persons) was composed as follows:

| | By age | | By gender | | By stream | | |
|---|---|---|---|---|---|---|---|
| | 15 years | >16 years | Boys | Girls | Str.I | Str.II | Str.III |
| In % | 55% | 45% | 58% | 42% | 53.3% | 32.8% | 13.9% |
| Absolute number | 1080 | 898 | 1145 | 833 | 1054 | 649 | 275 |

The methods used in the study

The instrument used to evaluate the criteria for educational and occupational choice was a questionnaire which was divided into three categories of questions:

1. Data on the pupil
2. Opinion of the pupil on specific questions (e.g. do you think that there are typically male and female occupations)
3. Analysis of the positions and the motivations of the pupils

The questionnaires were distributed to the pupils by the SPOS staff.

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## Evaluation of the questionnaire and results of the study

| Questions | Results |
|---|---|
| - Do pupils, on completing the 9th year, prefer to join full-time school instruction or to enter into an apprenticeship? | More than 85% wish to continue their studies in full-time instruction for one year at least.<br>The pupils prefer full-time education, only 12% chose apprenticeship in a firm. |
| - The influence of a change of educational establishment on occupational choice. | 50% of the pupils were ready to change the establishment if the training they wish to acquire is not offered in their school.<br>25% refused to go to another establishment. |
| - The arguments for apprenticeship in a firm. | The pupils gave most importance to qualitative arguments (better preparation for the occupation, knowledge of the enterprise).<br>Material aspects played a secondary role (I get an apprenticeship allowance). |
| - The arguments against apprenticeship in a firm and for full-time education. | Preference for full-time education, the risk of unemployment and the prejudices against the status of apprentice are the key arguments against apprenticeship in a firm.<br>The preference for full-time education is not due to the desire for a more extensive general education, but rather the fear of leaving the well-known and reassuring environment of the school and being confronted with the risk of unemployment. |
| - The motivations at the source of occupational choice. | The order of motivations is as follows:<br>- the pleasure of working in the occupation 86%<br>- job security 82%<br>- personal aptitudes and interests 41%<br>- high salary 26%<br><br>The high salary was more important for pupils in the Stream III classes and for the boys. |
| - The preferred duration of work. | There is a clear preference for office hours (8-12/ 14-18).<br>Team work was rejected by 54% of the pupils. |
| - The bodies which support the occupational choice of the pupil. | 100% of the pupils mentioned their parents.<br>For the other bodies, the ranking was as follows: SPOS, teachers, optional courses, Adem, course "introduction to working life", information meetings. |
| - The so-called "female" and "male" occupations | More than 50% of the pupils were of the opinion that there are occupations which cannot be taken up by girls.<br>Only 30% of the pupils acknowledged the existence of occupations which cannot be exercised by men.<br>Affirmation of the existence of occupations which are not accessible, to men and women, was more wide-spread among pupils in the classes of Stream III |

| | |
|---|---|
| - Time scales in the guidance process. | In the second quarter (Christmas to Easter) 64% of the pupils had already chosen a profession and 58% had chosen a 10th year class.<br><br>In May the situation was as follows:<br>decision 72%<br>no decision 28%<br><br>Decisions taken by 9th year pupils in Stream I:<br>technical branch 59%<br>vocational branch 7.5%<br>army 5%<br>repeat the class 2%<br><br>Decisions taken by 9th year pupils in Stream II:<br>vocational branch 80.5%<br>army 5%<br>repeat the class 4%<br><br>Decisions taken by 9th year pupils in Stream III:<br>vocational branch 85%<br>army 3%<br>repeat the class 4.5%<br><br>A follow-up of the pupils showed that there was a great difference between the option chosen in May and the actual choice at the beginning of the following year. |
| - Guidance of pupils within the technical branch of education. | Most of the choices made by girls focussed on training in the paramedical and commercial fields. For the boys these fields were electrical engineering and commerce. |
| - Guidance of pupils within the vocational branch of education. | Among the pupils of Stream II 18% chose apprenticeship in an enterprise.<br>The majority of the pupils in Stream III chose apprenticeship in a firm because the advancement criteria did not allow any other choice.<br>Out of the choices for full-time instruction 3/4 of the boys chose industrial or crafts training and 1/4 training in commerce, hotel trade and agriculture.<br>5/6 of the girls selected training in the field of commerce. |
| - Guidance towards the tertiary sector and guidance towards full-time education. | There is a correlation between the choice of an occupation in the tertiary sector and the choice of full-time education.<br>The choice for a 10th year of commerce is often a "non-choice" because out of the pupils who opt for this class, the number of those who did not opt for a definite profession is very high (35%). |
| - Guidance by gender | The choice of full-time education and training in the tertiary sector is more wide-spread among the girls than among the boys.<br>The girls prefer normal office hours.<br>The fear of leaving school and being unemployed is higher among the girls.<br>The wish for a more extensive general education is more wide-spread among the girls.<br>For the girls an interesting and satisfying job is of great importance. |

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Second study

**Study conducted in 1992 of 8th year LTC pupils and 5th year Athénée pupils on their positions vis-à-vis occupations in crafts and industry in view of their training choice**

Author:
LTC school project

Date:
1992

Aim of the study
Identify the factors at the source of the recruitment problems of employers in the crafts sector and industry.

The variables analysed
- the psycho-social variables
  - the interests of the pupils
  - personal motivation
  - the influence of third parties on the pupil's choice

- the socio-cultural variables
  - prestige and status of the occupations
  - security of employment

- the school variables
  - the organization of training
  - school results
  - influence of guidance activities

Population covered by the survey:
Total: 322 pupils
5 classes in the 9th year (technical) of the LTC
4 classes in the 9th year (general) of the LTC
3 classes in the 9th year (vocational) of the LTC
6 classes in the 5th year of the Athénée (general secondary education)

The methods used in the study
The instrument used in the study was a questionnaire which was divided into:
- personal data of the pupil
- questions on the interests of the pupil
- questions on the image the pupil had of his/her future occupation
- questions on the factors which influenced the choice of a training path.

The pupils participated in the execution and evaluation of the survey.

## Evaluation and results

| Questions | Results |
|---|---|
| - Choice of a crafts occupation. | Among the TSE pupils:<br>42% in the vocational 9th class chose a crafts training<br>36% in the general 9th class chose a crafts training<br>22% in the technical 9th class chose a crafts training |
| - Interest of the pupils in materials and tools. | The pupils showed little interest in materials (wood, metal, stone, etc.), tools and electrical and mechanical machines.<br>They preferred to work with their hands or with computer-aided machines:<br>Interest in tools in TSE:<br>computers 25%<br>manual 27%<br>tools 18%<br>electrical machines 17%<br>mechanical machines 13% |
| - The characteristics of their future occupation. | The following order was drawn up by TSE pupils:<br>atmosphere 87%<br>contact with colleagues 85%<br>contact with clients 72%<br>apprenticeship allowance 66%<br>working in teams 56%<br>image of the occupation 45% |
| - The position vis-à-vis occupations in industry and crafts. | All the pupils (boys and girls, foreign and Luxembourg pupils in SE and TSE) thought that "learning a trade" was difficult.<br>A big majority found that there is increasing technology in crafts occupations and that these occupations are less "dirty" than in the past.<br>Only 36% felt that a craftsman has a good reputation in society.<br>38% of the pupils thought a craftsman's salary would permit a high standard of living.<br>Only 21% of the girls and 32% of the boys were of the opinion that the crafts sector guaranteed stable employment. |
| - The impact of working clothes on occupational choice. | For 60.7% of TSE pupils clothes play an important role. |
| - Work with responsibility in the crafts sector. | 55% of TSE pupils thought that a skilled craftsman would be given work with responsibility quite soon. |
| - The elements which help pupils in their choice. | In descending order the pupils mentioned:<br>in-company training periods,<br>visits to firms,<br>information from SPOS,<br>information weeks in industry and crafts (work-life)<br>optional courses,<br>brochures from the chambers,<br>a teacher,<br>the class teacher |
| - The influence of working hours | For 84.6% of TSE pupils fixed working hours are important.<br>Work at night and during weekends is not accepted.<br>Young foreigners above all do not accept work at night. |

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<table>
<tr><td>- The organization of vocational training</td><td>For 74% of TSE pupils alternance training had a positive influence on the choice of an occupation.<br>Full-time training was not so well accepted (54%).<br>Block training, alternating with in-company training, found few advocates (36%).<br>60% of the pupils were in favour of full-time instruction with longer periods of practical training in a firm.<br>The girls above all (81%) opted for alternance training with periods of practical in-company training in another country.</td></tr>
<tr><td>- The influence of parents and family tradition</td><td>64% of TSE pupils mentioned the positive influence of their parents.<br>Only 16% said that family tradition was important.</td></tr>
<tr><td>- The influence of classmates</td><td>22% of the pupils were subject to the positive influence of their classmates.</td></tr>
<tr><td>- Social advancement and material situation</td><td>The importance of social advancement and the wish to improve their material situation is closely related to the social situation of the pupils:<br><br><table><tr><td></td><td>Importance of improving the material situation</td><td>Social Advancement</td></tr><tr><td>SE pupils</td><td>26%</td><td>59%</td></tr><tr><td>TSE pupils</td><td>56%</td><td>84%</td></tr><tr><td>Luxembourgers</td><td>32%</td><td>65%</td></tr><tr><td>Foreigners</td><td>60%</td><td>86%</td></tr></table></td></tr>
<tr><td>- Alternatives in case of failure</td><td><table><tr><td></td><td>Choice of other course</td><td>Repetition</td><td>Choice of other training branch</td></tr><tr><td>SE pupils</td><td>24%</td><td>88%</td><td>18%</td></tr><tr><td>TSE pupils</td><td>49%</td><td>64%</td><td>36%</td></tr><tr><td>Luxembourgers</td><td>32%</td><td>84%</td><td>17%</td></tr><tr><td>Foreigners</td><td>48%</td><td>80%</td><td>44%</td></tr></table></td></tr>
</table>

3rd analysis

## Evaluation of the interviews conducted with the persons responsible for the guidance of the pupils

Aims of the interviews:
Analysis of the occupational choice of 9th year TSE pupils and pupils finishing extended primary education.

The variables analysed:
- the criteria which influence the educational choice of the pupil,
- the criteria which influence the occupational choice of the pupil,
- choices and stereotypes,
- positive choice - negative choice,
- choice and mobility.

The target group:
- The educational psychology and guidance service
- The vocational guidance service of ADEM
- Action Locale pour Jeunes (Local Action for Youth)

Bilateral interviews were conducted with the responsible persons and the field staff working in the respective institutions.

The methods:
The five topics listed below were dealt with in the course of open interviews with the staff in the services concerned. The interviews were often based on questionnaires distributed to the different interviewees before the interview.
We decided against a tape recording of the interview and preferred to take notes during and immediately after the conversation.

The results of the interviews

### The criteria which influence the educational choice of the pupil

| SPOS | OP | ALJ |
|---|---|---|
| School results, individual interests, the social milieu, and the peer group. | The peer group, the access conditions for the different types of training, the need to change, yes or no, educational establishment | School results, the public image of the educational establishment. |

## The criteria which influence the educational choice of the pupil

| SPOS | OP | ALJ |
|---|---|---|
| The social status of the occupations,<br>the salaries,<br>school results,<br>the social and family environment, and<br>the peer group. | Access conditions (school results),<br>the outlets,<br>the need to change, yes or no,<br>the educational establishment,<br>the peer group, and<br>practical training in school. | The parents,<br>the peer group, and<br>the offers on the labour market (outlets). |

## Choices and stereotypes

| SPOS | OP | ALJ |
|---|---|---|
| The parents often prevent the choice of an occupation which is not traditionally typically male or female, with the argument that there is a risk of unemployment after training. | Strong influence of the stereotypes.<br>Young girls who choose a traditionally male occupation, are confronted with placement problems after training. | Strong influence of the stereotypes of so-called "female or male" occupations. |

## Positive choice - negative choice

| SPOS | OP | ALJ |
|---|---|---|
| Choice by default is very frequent. | In general, the level of information on the school system is very low.<br>Especially for pupils from disadvantaged groups and their parents, the school system is not very transparent.<br>Many pupils find themselves in a specific line of training for lack of other opportunities.<br>Young persons with a low level of education often just simply look for a vacant apprenticeship without having any concrete ideas on their occupational future. | Choice by default is very frequent. |

## Choice and mobility

| SPOS | OP | ALJ |
|---|---|---|
| The choice of school education is often influenced by the school infrastructure in the region. | For Luxembourg youth the necessity of seeking employment outside the country does not arise in the present socio-economic situation.<br>Mobility in the interior and exterior of the country is closely related to the level of education (see students).<br>There is a wish to pursue school education in the neighbouring countries (above all in Belgium) at the moment of failure in the Luxembourg school system. | The pupils give priority to a job which is closest to their domicile.<br><br>In the rural regions the lack of public transport is a genuine problem for young persons below the age of 18 who are seeking a job or an apprenticeship. |

4th analysis

## Evaluation of an interview conducted with a female teacher in extended primary education

Aim of the interview:
Analysis of the guidance process for pupils in extended primary education.

The variables analysed:
- the influence of extended primary education, technical secondary education and vocational education,
- transition to working life and the risk of unemployment,
- the quality of future employment, choices and stereotypes,
- the influence of the gender and the nationality of the pupil,
- the impact of guidance activities,
- the influence of the family environment and the peer group.

The methods:
The topics mentioned above were discussed in the course of an open interview with a female teacher in the regional Centre for extended primary education in Wobrecken (Esch/Alzette). The questionnaire used as a basis for the interview was sent to the interviewee before the meeting.

This teacher was chosen for the interview because she has been working for ten years in the guidance of pupils in extended primary education.

As a teacher in extended primary education she is responsible for "introduction to working life" courses, she has drawn up a concept and produced teaching materials for these courses, she coordinates the organization of periods of guidance training in firms, she has participated in the PETRA project "10th year transition", she is involved in the organization of the new CITP training, and she is participating in the elaboration of a reform project for extended primary education.

As a collaborator in "Action Locale pour Jeunes" in Esch/Alzette, she is responsible for the training and follow-up of school-leavers from primary extended education and, in cooperation with the socio-educational staff of ALJ, she organizes prevention and awareness courses in extended primary education (training periods preparing pupils for job-seeking and awareness weeks).

## The results of the interview

| | |
|---|---|
| Attitudes of the pupils to the provision of educational and vocational training | The aim followed by the persons responsible for extended primary education is to guide the maximum number of pupils towards vocational training. The openings and the conditions of access:<br>· CATP-> 9th vocational year of TSE<br>· CITP-> admission by dossier<br>· CCM -> not admitted to CATP training<br><br>The majority of the pupils would like to join vocational training, preferably for a CATP. This wish has a positive influence on the motivation of the pupils to do well at school. If they fail at school, the pupils prefer a continuation of school education (repeating the class or transfer to another class) to occupational integration.<br><br>In 1993 the school-leavers of extended primary education in Esch/Alzette selected the following paths:<br>· continuation at school ->61 (extended primary education and TSE)<br>· Training for CATP ->28<br>· Training for CITP ->21<br>· Training for CCM ->16<br>· Employment ->21<br>· CFPC ->13<br>· others and no information ->23<br><br>The modular training method, implemented since one year in the Centre for extended primary education of Esch/Alzette, gives the pupils the chance of progressing in line with their abilities and increases their chances of getting access to vocational training.<br><br>For a small number of pupils, the wish to pursue school education has a positive influence on mobility (e.g. to pursue school education in another country if education in Luxembourg does not offer any further perspectives). |
| Attitudes of the pupils to transition to working life and the risk of unemployment | At the end of their compulsory schooling the pupils seldom accept the fact that the school has no further solutions to offer them and that they have to go to work. The pupils who have succeeded in getting into a TSE class prefer full-time vocational training to alternance training.<br>They chose the CFPC training schemes because they consider these schemes to be a prolongation of schooling.<br><br>Risk of unemployment is not the primary argument used by the pupils to explain their preference for training as against employment.<br>Their picture of the working world, influenced by in-company training periods, or by information from their parents and their friends, is quite negative. Often, employment is equated with monotony, fatigue, departure from a a well-known environment and uncertainty. |

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| | |
|---|---|
| The quality of future employment | The attraction of a salary is very important for the pupils in extended primary education.<br>A salary is closely related to the level of education, which explains the motivation to pursue vocational training.<br><br>The attraction of the occupation plays an important role. The pupils look for a profession which provides satisfaction, which gives pleasure. The articulation problems of pupils with a low educational level often prevents them from precisely defining the factors which make the occupation attractive for them.<br><br>The reputation of the occupation influences occupational choice. The pupils prefer "high-tech modern occupations" to traditional occupations which are equated with great physical effort.<br><br>Working hours influence occupational choice when they hinder the social life of the young person (e.g. get up very early or work over the weekend). |
| The influence of the gender and the nationality of the pupil. | Young girls almost exclusively prefer traditionally female occupations.<br>The preferred occupations are office clerk and salesgirl.<br>The orientation of a limited number of girls to the occupations of baker, pastry-maker and cook, may be considered as a diversification of the occupational choice for girls.<br>The educational and vocational mobility of girls is lower than that of the boys.<br>For young Portuguese girls, there is a high level of protectionism in the family environment.<br><br>The occupations preferred by the boys are: mechanic and electrician.<br>The professional mobility of the boys is closely related to the attractiveness of the job or the apprenticeship.<br><br>For young immigrants social advancement plays a very important role in their occupational choice. The occupations exercised by their parents in the construction sector (fathers) and as cleaning personnel (mothers) are no longer accepted by the children. |

| | |
|---|---|
| The impact of guidance activities. | During their school career the pupils try to get into a TSE class in order to have a more diversified occupational choice.<br>The interventions of the teachers and the guidance staff have the aim of making the pupils more aware of occupational choice right from the 8th class onwards. The point in time when the pupil makes his final choice is closely related to his/her educational level. For those pupils who have succeeded in getting advancement within extended primary education and thus have the possibility of undergoing vocational training, the moment of choice is in the second quarter of the 9th class. The pupils who have not succeeded in getting this advancement make their occupational choice at the last moment when the school no longer offers any prospects for the future and integration in a job is inevitable.<br><br>The different guidance activities have an influence on the choice of the pupils. The periods of orientation training in an enterprise are of great importance. During these training periods, the pupil has the possibility of comparing the picture which he/she has of his/her future profession with the reality of the working world.<br><br>The teachers, who are permanently available to the pupils and look after them individually, are the main persons approached by the pupils in the guidance process. The class teacher and the teacher/tutor of the pupil are the reference persons whom the pupil can approach at all times. The ALJ collaborator is considered by the pupils to be an expert for job integration, also by the other teachers. External guidance counsellors play a secondary role. The young persons approach them when they leave school. They approach the Vocational Guidance Service to register for an apprenticeship and the regional office of the ALJ when they have no employment after leaving school.<br><br>The pupils prefer diversified methods and media. They appreciate the multi-media presentations of the Centre for Information on Trades, role-playing and the projections of films shown during the training courses preparing them for job-seeking. They do not like long lectures, filling in forms or reading texts. |
| The influence of the family environment and the peer group. | One cannot assume that the parents guide their children. The parents, and above all the parents of foreign pupils, prompt their children to pursue a training which will give access to a job which is better paid, more highly recognised and more interesting than their own.<br>Often, the parents have little information on the different training paths and the fact that their child is undergoing a long period of schooling is often confused with success in vocational training.<br><br>The influence of the peer group is quite important. The success of a young person in a profession or the reputation of an occupation among classmates are factors which influence occupational choice. |

**Summary, common features and differences in the four analyses:**

**The criteria which influence educational and vocational choice:**

*School results:*

The strong influence of school results on occupational choice is confirmed by the staff dealing with vocational guidance for young people. This is not surprising as young persons mostly approach these services only when they are facing failure in school or when they realize that the line of education they chose does not enable them to fulfil their vocational ambitions.

The two studies covering young persons in technical secondary education (1st target group) did not explicitly analyse the relationship between their occupational choice and their school results.
But, still, some reflections on this subject may be derived from the evaluations.

First study:
- the big gap between the options open to the young persons and their actual choice,
- the pupils in Stream III who chose apprenticeship because advancement criteria do not leave any other options open to them.

Second study:
- the large number of pupils who prefer to repeat the class rather than to change the line of education or training.

With the introduction of the assessment report, the influence of the school results has more or less been reduced in comparison to the wishes of the young person and a more complete evaluation of his abilities. But at present it is still too early to obtain a concrete evaluation of the results of this reform.

With regard to the pupils in extended primary education (2nd target group), the desire to get into vocational training has a positive influence on the educational motivation of the pupils. In case of failure the pupils prefer to repeat the class in order to reach their vocational goals.

*The organization of vocational training and educational establishments:*

1st target group: In 1987 young persons preferred full-time vocational training to apprenticeship in an enterprise. Today pupils are more aware of the importance of completing their in-school instruction by adding practical experience in an enterprise, and they now tend to opt for new alternance models.

2nd target group: The rather negative image of the world of work leads to a situation where students in extended primary education prefer full-time training to other forms of alternance training.

The 1987 study and the talks with the guidance staff have shown that the educational infrastructure in a region and the necessity of changing the educational establishment have an influence on the educational and occupational choice of the pupils.

*The organization of work:*

The two studies show that the young persons have a clear preference for fixed working hours. Work at night and during weekends has little attraction for the pupils in the two target groups.

*The quality of work, social advancement and the image of the occupations:*

The changes in the Luxembourg economy, i.e. the growing importance of the tertiary sector in the 1970s, have had an influence on the occupational choice of young people. For many years there has been a lack of young persons wishing to go in for a crafts or industrial apprenticeship.
The two studies and the interview with the female teacher in extended primary education confirmed this trend and showed that the pupils have a preference for the commercial and administrative sector and for the new technologies.

The pleasure of working in a trade, of having an interesting and satisfying job, the atmosphere and the contact with colleagues are the qualitative aspects which influence the occupational choice of young people. The studies carried out on the pupils in TSE showed that these qualitative aspects carry more weight than salary considerations. For pupils in extended primary education, salary is a more important factor in occupational choice.

An in-depth analysis will be required to obtain reliable information on the factors underlying the lack of interest of the pupils for occupations in industry and the crafts and their preference for the tertiary sector.

*Orientation by gender:*

The four analyses confirm the influence of stereotypes ("male occupations / female occupations") on occupational choice. In order to overcome these stereotypes, awareness campaigns and pilot projects have been organized in the technical schools for several years. No short-term results should be expected in this matter because it is not only a question of changing the attitudes of the young girls but also of making the parents, the teachers, the guidance services, the companies and public opinion more aware of this issue.

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**The bodies and the activities which support occupational choice**

The influence of the **parents** on educational and occupational choice was confirmed in the four analyses. For the pupils in extended primary education, the influence of the parents is closely related to the social advancement of their children.

The influence of the **peer group**, on the other hand, seems to be less pronounced among the TSE pupils than among the pupils in extended primary education.

The surveys carried out on the pupils showed that the different **school activities** and the **institutions responsible for guidance** in technical secondary education also influenced occupational choice.
In extended primary education, the **teachers** are the main persons approached by the pupils for guidance.

**The possibilities of analysing guidance needs:**

The primary objective of the two surveys carried out on the pupils of the 9th class was not that of identifying the guidance needs of the pupils. The CPOS study of 1987 analysed the criteria which influenced occupational choice. The LTC analysis analysed the positions of the pupils vis-à-vis occupations in the crafts sector and in industry.

An analysis of the choice criteria and of the positions vis-à-vis the choices offered, produces interesting results on the functioning of the guidance process and the attitudes of the different actors involved in this process.

This data could be taken as a basis to obtain a more precise identification of the needs of youth.

Taking into consideration the results of the two surveys and the talks with the guidance staff, a more concrete definition of the guidance needs of the two target groups could be undertaken based on the following points:

- a precise definition at the moment or during the period the young person starts to get interested in questions relating to the choice of a future occupation.

- an analysis of the factors underlying the interest in the choice of the future occupation. **(Failure at school, prospects of having to leave the school system, initiative taken by the parents or by others...)**

- An analysis of the information which the young person wishes to obtain for his occupational choice. **(Information on the school system, training contents and advancement criteria, information on professional activities, information on working conditions in the different professions, information on salaries and career prospects, information on outlets and the situation on the labour market,...)**

- An analysis of the preferences the young people have for guidance methods and the media used to inform and guide them. (Integration of guidance activities in school programmes, individual information and guidance, experiences in a firm, visits to exhibitions and firms, media: written information, oral information, videos, computerized media, etc....)

- An analysis of the interaction between the pupils and their family environment in the guidance process and the identification of the information needs of the persons responsible for the pupil.

# Summary and recommendations

## Guidance needs

The guidance needs may be identified by taking into consideration:
- the demands of the pupils
- the school reforms
- the labour market

The demands of the pupils

The surveys confirm the interest of the pupils in the training programmes offered and the possibilities of employment.
The ambitions of the pupils are directed towards the quality of their future employment (good environment, pleasure of working, interesting job). Better guidance could help them to take more judicious decisions on the opportunities which they wish to exploit in their occupational life. Guidance could help to overcome the disparity between professional requirements and personal skills and motivations and prevent the pupils from being guided by prejudices and a wrong image of the occupations.

The school reforms

Educational guidance and occupational guidance are important elements in the reforms of technical secondary education and extended primary education. The aim of these two projects is to prevent a choice dictated by failure in school or by the lack of other alternatives, and to guarantee the preparation for an independent choice based on the aptitudes and desires of the pupil.

The increase in the number of training courses offered and the changes in training contents and methods create uncertainty and disorientation on the part of the pupils and their parents. The improvement and intensification of school guidance is a challenge arising from an educational system which is constantly changing.

The labour market

The 1980s were characterized by a considerable rise in the number of available jobs and the number of trans-frontier workers.
During this period the number of job opportunities for young persons without a vocational qualification was sufficient. The bodies responsible for looking after disadvantaged youth directed their efforts towards stabilizing the young person in his place of work rather than looking for a job for him.
However, for the last year the number of unemployed persons and job-seekers has been rising. A vocational training endorsed by an official diploma is no longer the unique guarantee for obtaining a job and young persons without any vocational training are once again facing the increased risk of unemployment. Vocational guidance cannot create new employment, but it can help to make better use of the opportunities available on the labour market.

## Provision of guidance services

The end of the 1970s and the beginning of the 1980s were characterized by the development of numerous initiatives aimed at overcoming youth unemployment. During these years 50% of the job-seekers were below 25 years of age. These schemes, which had the aim of preventing youth unemployment through better preparation for working life, were mainly addressed to pupils in extended primary education.

These measures, which are now offered in other types of education too, were originally developed for extended primary education:
- the subject "Introduction to working life",
- orientation periods in a firm,
- training courses preparing the pupil for job-seeking.

A close collaboration between the establishments in extended primary education and the technical schools made it possible to integrate the experience gained in guidance and preparation for working life activities in the programmes designed for technical secondary education.

The working conditions for the guidance staff in the two types of education are very different. The number of pupils in the educational establishment and the size of the classes are smaller in extended primary education than in TSE. In extended primary education the number of teachers per class is lower than the number of teachers per class in TSE. This enables an intensive contact between the pupils and the teachers, an individualized and personalized approach in guidance activities, experimentation with new methods and diversification of the measures offered.

Another aspect which leads to the multiplication of guidance measures for the pupils in the lower cycle of the technical schools is the obligation to draw up an assessment report for each pupil in the 9th class.

## Recommendations

1. The improvement of the quality of educational and occupational guidance requires a detailed analysis of the needs of the pupils. The criteria for this analysis have been presented in the previous chapter.

2. Educational and occupational guidance is a continuous process which extends over several years. In order to support the target groups of this study during this process, it proved to be necessary to draw up a global concept containing the following criteria:

- The point of departure for the guidance measures is an assessment of school results, capabilities, aptitudes and wishes of the pupil when entering post-primary education.
- From the 7th class onwards activities which have the aim of making the pupils more aware of the working world and the choice of a profession, are offered.
- An intensification of guidance measures in the 9th class will enable the pupils to evaluate their capabilities and their professional wishes and to make an independent and realistic choice.

3. Cooperation between the different actors involved in the guidance process is a pre-requisite for success.

4. The integration of the teachers in the guidance process prevents the pupil from being confronted with contradictory and incoherent information. The responsible officers in the Ministry of Education and the guidance services should:

- make teachers more aware of the subject of guidance,
- motivate the teachers and make them feel responsible for guidance,
- offer the teachers information and continuing training measures.

5. Cooperation with the social partners opens the perspective of offering the pupils the experience of work and an in-depth knowledge of enterprises.

6. Access to information and educational and occupational guidance is the fundamental right of each young person. It is up to the guidance services to see to it that disadvantaged groups receive the appropriate support.

7. The employment perspectives have an influence on the occupational choice of the pupils. Information on this subject should be accessible to all actors involved in the guidance process.
The following elements make up the description of the employment perspectives for a specific sector:

- an analysis of the labour market and identification of structural trends,
- the age of employed persons,
- the qualification of the persons exercising the profession,
- the distribution of persons with a qualification in the different employment sectors,
- fluctuation, and
- the risk of unemployment (see F. Buttler, 1993).

8. It is up to the guidance services to offer the pupils neutral information which will complete the information supplied by the educational establishments, the firms, the chambers and the employers' associations. Publicity campaigns, whose legitimacy is not being questioned, are often influenced by the need of the educational establishment to increase its pupils or by the urgent workforce requirements of a firm or a specific sector.

9. The parents of the pupils should be closely associated with the guidance measures, so that their influence can be directed into the proper channels and based on objective information.
The guidance services and the teachers can play the role of mediator between between the pupil and his parents by:

- providing information to the parents on the offers of training and employment,
- supporting the parents in the interpretation of the school results,
- attempting to help the young person to communicate with his parents on the subject of his occupational choice.

The contact with parents' associations can facilitate cooperation with the family environment of the pupils.

10. The establishment of the single market compels the guidance services and the persons responsible for education to include an European dimension in the guidance measures. In actual fact, the target groups in our study can make little use of the opportunities for training or employment outside the country. However, the groups with an inclination for more mobility were identified:

- The pupils of the technical schools who have a positive attitude to training courses in other countries.
- Young immigrants who, after their studies, return to their countries of origin.
- The young people who are involved in European projects (e.g. the PETRA programme,
- Pupils who, when faced with failure in the Luxembourg system of education, turn towards training in a neighbouring country (mostly in Belgium).

These inclinations could serve as a basis to develop the mobility of young persons. This development of the mobility of youth will motivate the

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persons responsible for education and guidance to engage in trans-frontier activities. These will at first take the form of maintaining and strengthening existing initiatives:

- Provision of information to young immigrants who wish to return to their country of origin.
  The ALJ has drawn up a vademecum for young people on this subject.

- Provision of information to young persons who wish to undertake training in a neighbouring country.
  The educational guidance services in Luxembourg, Belgium and France have set up an information and exchange network within the framework of the European College of Technology (CET); this is a structure which has been created by the European development pole which is located in the border region of three countries and affected by the decline of the coal and steel industry.

- Provision of information on the occupational integration measures, continuing training courses and the labour market in the trans-frontier area.
  The labour administration and the ALJ are represented in a working group of the CET which has the aim of promoting the occupational insertion of disadvantaged youth. The CET also contributes to an exchange of information on the labour market and on continuing training measures.

- Inter-institutional cooperation beyond the frontiers of the country.
  Cooperation between the labour administrations of Luxembourg and Germany has been intensified in the course of a PETRA project which has led to the creation of a Vocational Information Centre (BIZ - Berufsinformationszentrum) in Luxembourg.
  The ALJ has started individual cooperation projects with the French "Missions Locales".
  The SPOS cooperates with the PMS in Belgium and OMNISEP in France.

The objectives of trans-frontier cooperation are:

- an exchange of guidance counsellors,
- common production of information material,
- the creation of a "European area" on the premises of the different services,
- the organization of training courses for pupils in other countries,
- continuing training for guidance counsellors engaged in trans-frontier cooperation (see H. Berberich, 1993).

## Target groups analysed in the twelve Member States

| | | |
|---|---|---|
| B | 1) | Young people in Charleroi and Wallonian Brabant |
| | 2) | Young people in Brussels |
| DK | 1) | Locked-in, unemployed young people |
| | 2) | Young people dropping out or changing course in the education system |
| D | | Girls and young women when choosing an occupation |
| GR | 1) | Young people who leave school without completing compulsory education |
| | 2) | Young women with no skills training |
| E | 1) | Young women in the autonomous community of Madrid whose chief activity is domestic work in their own homes |
| | 2) | Young people of both sexes affected by industrial reconversion on the left bank of the Bilbao estuary |
| F | 1) | Young people in initial training |
| | 2) | Young job seekers |
| IRL | | Rural disadvantaged youth<br>Case study 1: North Mayo<br>Case study 2: North-West Connemara |
| I | | Low skilled young people |
| L | 1) | Young people in the 9th class of upper secondary technical education |
| | 2) | Young people with supplementary education in the last year of compulsory schooling |
| NL | | Young drifters |
| P | 1) | Young people in their 9th school year |
| | 2) | Young people who have completed their 9th school year and are attending vocational training schools |
| | 3) | Young people with or without school leaving certificate attending alternative training courses |
| UK | 1) | Young people in full-time employment |
| | 2) | Homeless young people |

CEDEFOP - European Centre for the Development of Vocational Training

**Determining the need for vocational counselling among different target groups of young people under 28 years of age in the European Community The guidance needs of school children in the 9th year of technical secondary education and school children completing extended primary education in the Grand Duchy of Luxembourg**
Chantal Fandel, Dominique Pauwels

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Following a brief overview of the career guidance systems in their countries, the authors of the reports describe a number of target groups of young people under 28 years of age, their economic, social and cultural backgrounds and the problems posed by the transition from school to working life.

A total of 21 target groups from the whole spectrum are examined, ranging from young people with favourable conditions for transition to the most disadvantaged.

A comparison is made between the need for career guidance, the demand coming from these groups and the current offer. The conclusions drawn in the summary report (deficit analyses) provide indications for designing future action programmes at EU level.

Particular attention is paid to mobility and the readiness of young people in this age group (PETRA II) throughout the EU Member States.



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**National report**